Course Objectives

- Use the collective wisdom and experience of the class, information and ideas from the lecture/panel series, and action research projects to contribute to collective solutions and strategies to the most serious issues facing Los Angeles students, their families and their schools.
- Understand and analyze the most current and controversial issues facing public education in the United States and how those issues play out on the ground in Los Angeles.
- Examine the challenges of leadership at every level in public education (student, parent, teacher, principal, community, district, state and national) and identify the necessary skills education leaders must possess to become agents for change both within and outside the public education system.
- Interact with leading public education experts in Los Angeles to gain insight from their expertise and experience in our efforts to understand and respond to the perceived crisis in public education.
- Study and reflect upon important texts (both contemporary and historical) that inform equity, social justice and critical race perspectives on public education.
- Understand the impact of poverty, systemic racism and conditions on classroom instruction and student achievement.
- Understand the impact of state and federal funding as well as the persistent (and intentional) budget crisis on LAUSD students, teachers and families.
- Understand the impact of teacher training, support and evaluation on student achievement and school progress.
- Analyze the role and impact of teacher’s unions in Los Angeles and the nation.
- Analyze the role and impact of parent and family engagement in schools and on student achievement.
- Analyze the role and impact of charter schools for students enrolled in charters and on students enrolled in LAUSD.
Required Texts:


Nogeura, Pedro. 2008  The Trouble with Black Boys: Reflections on Race, Equity and the Future of Public Education

Strongly Recommended Texts:

Kozol, Jonathan. 1991  Savage Inequalities: Children in America’s Schools

Kirp, David. 2013  Improbable Scholars: The Rebirth of a Great American School System and a Strategy for America’s Schools


Goldstein, Dana. 2014  Teacher Wars  New York, Doubleday.

Vinson, Jose Luis. 2014  This is Not a Test: A new narrative on Race, Class and Public Education

Darling-Hammond, Linda  The Flat World and Education: How America’s Commitment to Equity will Determine our Future
**Important Public Education Texts**

Horace’s Compromise

Pedro Noguera. 2003  
City Schools and the American Dream

Marion Orr and John Rodgers. 2010  
Public Education for Public Engagement

The Pedagogy of the Oppressed

Delpit, Lisa. 1995  
Other People’s Children

A word about Texts: I know I required a lot here. This is not the type of class where you will be reading word for word from texts. But they are important. This is especially true when the author is visiting the class. Even if we don’t use the full text as part of the class I promise you each of these texts will contribute to your understanding of the public education crisis. **Additional articles and texts will be required.** These will be posted on Moodle and/or distributed in class. You will also be required to monitor *The L.A. School Report* and *The Los Angeles Times* education blogs, *Education Week*, and Politico’s *Morning Education*. **Check emails and moodle regularly for updates and additional readings for each class and especially for guest lectures.**
# Grades

## Assignments and Grading (2 credits)

- Class Attendance and Participation: 20%
- Weekly Reflection Papers (2): 40%
- Issue Analysis Paper: 40%

## Assignments and Grading (4 credits)

- Class Attendance and Participation: 20%
- Weekly Reflection Papers (4): 20%
- Issues Analysis Paper: 20%
- Public Education Research Project (paper and presentation): 40%

- Weekly reflection papers are a 2 page reflection and analysis of the lecture, panel or class discussion/activity. I really like it when students include readings and/or their own personal experiences in these reflection papers. Students can choose to write the four reflection papers at any point in the semester but they must be submitted on the week of the topic. **Reflection papers must be submitted by 6 p.m. on Friday. Please send a copy to both of my email accounts.**

- The Issues Analysis Paper is an in-depth look at one of the public education issues addressed during the class lecture, panel and/or discussions. The paper must be approximately 5–7 pages in length and include at least three sources beyond the class material. A more detailed assignment will be distributed at a later date. **The Issues Analysis Paper is due by Friday, October 27th at 6 p.m.**

- The Public Education Research Project is for 4 credit carrying students only. It is a comprehensive analysis of a major public education issue. The paper portion of the project should be between 10-15 pages in length and must include some form of field work or primary source research. Projects will be presented in the last two weeks of class (including finals week) and papers are due the last day of final exams. **A much more detailed description will be distributed and a class meeting about the project will take place in early October.**
# Tentative Class Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tr>
<td>August 30th</td>
<td><strong>Introduction, Overview and Opening Exercises</strong></td>
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<td>September 6th</td>
<td><strong>First Panel: The L.A. Education Journalists</strong></td>
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<td>Kyle Stokes, NPR/KPCC Education Reporter</td>
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<td>Anna Phillips, Los Angeles Times Education Reporter</td>
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<td>Selected Moodle Readings</td>
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<td>September 13th</td>
<td><strong>Introduction to the Politics of Education Equity</strong></td>
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<td>Selected Moodle Readings and Video</td>
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<td>Part One: The Trouble with Black Boys</td>
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<td>September 20th</td>
<td><strong>Public Lecture: Dr. Pedro Noguera</strong></td>
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<td>Lecture and Videos</td>
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<td></td>
<td>Part Two: The Trouble with Black Boys</td>
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<td>September 27th</td>
<td><strong>Public Education and Democracy</strong></td>
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<td>Lecture TBD</td>
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<td>Moodle Readings and Part Two of <em>Savage Inequalities</em></td>
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<td>October 4th</td>
<td><strong>The Evolving Role of the Teaching Profession</strong></td>
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<td>Lecture TBD</td>
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<td>Readings from <em>Teacher Wars</em></td>
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<td>Part One of the <em>Strike that Changed New York</em></td>
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<td>October 11th</td>
<td><strong>The Changing Role of Teacher’s Unions</strong></td>
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<td>Part Two: The <em>Strike that Changed New York</em></td>
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<td>October 18th</td>
<td><strong>Issues Affecting Students, Schools and Communities in</strong></td>
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<td>The Trump Era</td>
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<td>Panel Discussion and Moodle Readings</td>
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*Issue Analysis Paper Due on October 27th*

**Required Reading:** Closing the Opportunity Gap

November 1st  The Future of Education Reform in California
Public Lecture by Dr. Charles Kerchner

**Readings:** Learning from Los Angeles

November 8th:  Introduction to School Choice and the Charter School Movement
Moodle Readings

November 15th:  Panel Discussion on Choice and the Charter School Movement in Los Angeles
Selected Moodle Reading

November 22th  No Class (Film Viewing)

November 29th  Project Presentations

December 6th  Project Presentations and Class Reflections

**Final Papers are Due on December 8th**